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ABSTRACT

This instructor's guide for a foster parent curriculum consists of specific introductory curriculum material for the study of foster parent and state agency relations, the foster child's feelings and reactions to separation from his natural parents, and foster parent and natural parent relations with the foster child. Section 1 provides an outline for instruction which lists foster parent competencies, instructor materials and suggested training strategies. Section 2 consists of 4 units of instructional material. Unit 1 briefly discusses the foster parents' relationship with the state agency. Licensing, agency personnel and record keeping (including health, financial and daily adjustment records) are covered. Unit 2 briefly examines the child's response to separation from the natural parent. Factors that influence the foster child's reactions to placement and reactions to separation are listed. Unit 3 appraises foster child relationship with the natural parent and emphasizes the strong feelings associated with these relationships. Unit 4 discusses foster family relationships with the foster child. Topics discussed include: helping the child adjust, discipline as guidance, role of natural children, preparing for separation, intrinsic rewards, learning to express feelings, fear and hesitation in returning home, and the foster parent's role in foster parent and foster child separation. Suggested readings and activities are included. Section 3 lists resources for instructor. (RH)

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Introduction
to
Foster Parenting - II

WORKING WITH AGENCY - NATURAL PARENT
SEPARATION - FAMILY RELATIONSHIPS

FOSTER PARENT
CURRICULUM

by PAM MARR, M.S.

PS010131

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INTRODUCTION
TO FOSTER PARENTING - II

November, 1976

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Introduction

The beginning of this book presents a chart of the competencies this material is intended to teach. This chart also provides a list of materials written for the instructor as they relate to each competency. Plus, the chart includes suggested strategies for teaching the information contained in the text.

The book is divided into four topic units: 1) the foster parents' relationship with the agency; 2) the child's feelings and reactions to separation from his parents; 3) the foster parents' relationship with the natural parent; 4) the various issues of foster family interaction including the separation of the child from the foster family at the termination of care. Each unit is divided into informative text, bibliographic text, and suggested activities. The final section of the book contains a list of additional resources that might be helpful to the instructor and foster parents. The final section also includes some suggestions for locating resources.

The instructor should be aware of and utilize the fantastic resources of foster parents. Foster parents who have several years of experience have a wealth of knowledge that can be a valuable asset to the instruction of other foster parents or prospective foster parents. Skill is needed in drawing from foster parents their valuable experiences without losing their knowledge to the chaos of group discussion. The instructor should always try to 1) make clear to foster parents that information shared should not be shared with the use of real names or facts that would jeopardize the confidence or privacy of the foster child or his family and 2) summarize and relate the shared experiences of the foster parents to the text information being discussed.

Other resources, such as films, filmstrips, and guest speakers, will add to the illustration and illumination of information in this text.

Pam Marr

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OUTLINE FOR INSTRUCTION OF MATERIAL

FOSTER PARENTS' RELATIONSHIP WITH THE AGENCY

Competencies	Instructor Material	Suggested Strategies
I. Foster parents should demonstrate an awareness of the responsibility of the state for foster children.	I. Read introductory paragraph in Foster Parents' Relationship with the Agency.	I. A. Use suggested activity 1. B. Invite agency personnel to speak about the state responsibility for the foster child. C. Ask foster parents to discuss their perception of state responsiblity for foster children. D. Use one of the following films to supplement discussion: *The Depending Child, The Homeless Child, The Neglected,* or *The Endless Thread.*
II. Foster parents should demonstrate an understanding of licensing regulations, applicable to their state.	II. Read "Licensing". Also read tate licensing regulations for foster homes.	II. A: Use suggested activities 2 and 3. B. Review state licensing regulations. C. Ask foster parents to share their experiences with licensing. Help answer any questions about regulations and procedures.
III. Foster parent should express an awareness of their responsibility to the agency.	III. Read "Licensing". Also read local agency handbook.	III. A. Use suggested activities 5,9,10,13 and 14. B. Review local agency policy. C. Ask foster parents to discuss how they preceive their responsibility to the agency.

Competencies	Instructor Materials	Suggested Strategies
IV. Foster parents should express an awareness of the record keeping tasks that will be required, applicable to their situation.	IV. Read "Record Keeping". Also read local agency handbook.	IV. A. Use suggested activities 4,5,6,7,8,11 and 12. B. Have foster parents discuss particular concerns or questions they are having about finances.
V. Foster parents should demonstrate an awareness the various agency personal with whom they will need to work.	V. Read "Agency Personnel". Study local agency flow chart of personnel if available.	V. A. Use suggested activities 1,2,9,10,12 and 14. B. If available, duplicate and distribute a flow chart of personnel in the local agency. C. Have foster parents share with one another the various agency persons with whom they have had contact.

Separation from the Natural Parent

Competencies	Instructor Materials	Suggested Strategies
I. Foster parents should express an awareness of the information of attachment bonds.	I. Read introductory paragraphs on attachment bonds.	I. A. Use suggested activity 1. B. Focus discussion on the formation of attachment bonds in young children. C. Use one of the following films: *Children in the Hospital*, or *Robin, Peter and Darryl*.
II. Foster parents should express an awareness of the formation of attachment bonds.	II. Read "Factors that Influence the Child's Reaction to Placement".	II. A. Use suggested activity 2. B. Focus discussion on factors that influence the child's reaction to separation. C. Use one of the following films: *Children in the Hospital, Robin, Peter, Darryl,*

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Competencies	Instructor Material	Suggested Strategies
		A Way Out, Low View From a Dark Shadow, The Frightened Child, Fears of Children, The Dependent Child, The War of the Eggs, or *Family for Now.*
III. Foster parents should express an awareness of the child's possible reaction to foster care.	III. Read "Reaction to Separation".	III. A. Use suggested activity 3. B. Focus discussion on the various reactions of children to separation. Have foster parents share particular experiences or concerns they have about reactions to separation. C. Use one of the following films: *Children in the Hospital, Robin, Peter, Darryl, A Way Out, Low View From a Dark Shadow, The Frightened Child, Fears of Children, The Dependent Child, The War of the Eggs,* or *Family for Now.*
IV. Foster parents should demonstrate an ability to help the foster child deal with the confused feelings he has in being separated from his family.	IV. Read concluding paragraphs on separation.	IV. A. Use suggested activity 4. B. Focus discussion on ways of helping the child explore and understand the feelings he is having about separation. C. Use one of the following films: *The Frightened Child, The Homeless Child, The Neglected, Children in Hospitals, Fears of Children, Robin, Peter and Darryl, Low View From a Dark Shadow, A Way Out, The Deep Well,* or *Family for Now.*

Relationship with the Natural Parent

Competencies	Instructor Materials	Suggested Strategies
I. The foster parent should express an awareness of the natural parents' feelings toward their child's placement.	I. Read introductory paragraphs on "Working with Natural Parents".	I. A. Use activities 1, 2, or 3. B. Focus discussion on the feelings of the natural parent and the stress that caused placement to be necessary. C. Use one of the following films to supplement the discussion: *The Frightened Child, The Endless Thread, Changing, The War of Eggs, Cathy Come Home, Low View From a Dark Shawdow, The Battered Child,* or *A Way Out.*
II. Foster parents should express an ability to explore and deal constructively with their feelings about natural parents.	II. Read "Honesty Examining Your Feelings" and Foster Natural Parent Communication".	II. A. Use activities 1,2, 3, or 4. B. Focus a discussion on the experiences of foster parents with natural parents and the exploration of their feelings. C. Use one of the following films to supplement the discussion: *The Frightened Child, The Homeless Child, The Deep Well, Family for Now, Low View From a Dark Shawdow, A Way Out,* or *The Battered Child.*
III. Foster parents should express an ability to help the child explore and deal constructively with his feelings about his parents.	III. Read "Helping the Child Deal with Emotions" and "Accepting Feelings".	III. A. Use activities 1,2, 3. B. Focus discussion on the feelings of conflict and confusion within the child. C. Use one of the following films to supplement the discussion: *The Frightened Child,*

Competencies	Instructor Materials	Suggested Strategies
		Low View From a Dark Shadow, *A Way Out* or *The Battered Child*.

FOSTER FAMILY RELATIONSHIPS

Competencies	Instructor Materials	Suggested Strategies
I. Foster parents should demonstrate ability to help the foster child adjust to the foster family.	I. Read "Helping the Child Adjust".	I. A. Use suggested activities 1,2 or 4. B. Focus discussion on ideas for helping the child adjust to the foster family. C. Use one of the following films: *Low View From a Dark Shadow*, *The Deep Well*, *Family For Now*, *The Frightened Child*, or *A Way Out*.
II. Foster parents should express an understanding of appropriate discipline.	II. Read "Discipline as Guidance".	II. A. Use suggested activity 2. B. Focus discussion on positive guidance as discipline. Have foster parents share particular discipline concerns. C. Use one of the following films: *Bridging the Gap*, *Guidance for the 70's: Who's Responsible* or *I Just Don't Dig Him*.
III. Foster parents should express an understanding of the roles of foster family children in the foster care situation.	III. Read "Role of Natural Children".	III. A. Use suggested activity 5. B. Focus discussion on the relationships between natural and foster children. Have foster parents share particular concerns about family interaction patterns.

Competencies	Instructor Materials	Suggested Strategies
IV. Foster parents should express an awareness of their feelings in the process of the foster child's separation from the foster family	IV. Read "Preparation for Separation".	IV. A. Use suggested activity 6. B. Focus the discussion on how the foster parents feel about the process of the child leaving the foster home. Use situations such as returning to natural family, adoption, moving into institutional care, or going to school or work.
V. Foster parents should demonstrate an ability to help the foster child express his feelings about separation from foster care.	V. Read "Learn to Express Feelings", "Fear, Hesitation in Returning Home", and "The Foster Parent's Role".	V. A. Use suggested activity 6. B. Focus discussion on feelings the child might have in process of separation from foster family. Use situations such as returning to the natural family, adoption, moving into institutional care, or going to school or work. C. Use one of the following films: *A Way Out* or *Fears of Children*.
VI. Foster parents should express a reliance on intrinsic rewards and satisfactions in the foster care situation.	VI. Read "Intrinsic Rewards".	VI. A. Have foster parents share the feelings of satisfaction that are intrinsic in the foster care situation. B. Use one of the following films: *Frightened Child*, *A Way Out*, or *Family For Now*.

Foster Parents' Relationship with the Agency

As a society we have declared that the welfare of children is important to the welfare of our society. We have agreed that the government representative of that society should have a responsibility toward children. The government, through the use of both national and state laws and agencies, is concerned with providing regulation of the treatment of the children in foster care. Although the federal government provides some funds and guidelines to states for maintenance of foster care programs, it is the state government that is primarily responsible for regulation and maintenance of children in foster care. The state has agencies to which it delegates the authority for foster care programs. These agencies include the courts, state and private social service agencies and child care institutions. Actions of these agencies are regulated by the state legislature. Foster homes and institutions exist for the purpose of caring for children and must conform to state regulations.

Licensing

In order to license a foster care home, the agency must check to see that the home meets the state regulations. Requirements for licensing usually are concerned with the health and safety of the environment. Licensing workers need to check such things as electrical safety, fire hazards, safety of stairs and doors. They need to have an idea of how meals are planned and prepared. Since children are the reponsibility of the agency, the agency must be sure that the child's environment will not be harmful to him physically. They need to know that he will have the space and conditions necessary for growth and development. Besides physical health and safety of the environment, the licensing worker has a responsibility to consider the health and emotional maturity of the foster parents, the stability of family interaction, and the location of the home in relation to community resources. For children with special needs, licensing has further requirements. Foster parents working with physically or mentally handicapped children, for example, will need special skills and experience.

Attitudes about Working with the Agency

It is important for the foster parent to know that he is viewed as a responsible member of a team; that the information concerning the child is confidential material. He also needs to recognize that on the final analysis the child, having been taken temporarily from his natural parents, "belongs" to the state and not to the foster parent, or even to the agency. Both the agency and the foster parent are caring for the child in behalf of the State. The state has designated the primary responsibility for the child to the agency, and the agency in turn "hires" the foster parent to care for the child. Thus there is an employer-employee relationship in which both the agency (employer) and foster parent (employee) have certain expectations of each other.

At times foster parents may feel some frustrations about frequency or lack of frequency of conferences with the agency representative, or they may wonder about the need for some information or procedures. However, a cooperative approach by both foster parent and agency to these contacts will contribute greatly to the total effectiveness of the care of the child and his well being.

The foster parent must approach the acceptance of a foster child into his home with the understanding that he will need to share the experience with other reponsible persons. Not only will the foster parents provide information to the agency about the child's daily growth and development, but they may also need to be willing to share information and assistance with court persons and police; the foster parent needs to be able to work with counselors, therapists, and teachers in planning for the needs of the child.

Record Keeping

Application - Foster parents will be responsible for various kinds of paper work or "red tape" that is involved in the foster care system. Initially, they need to complete applications necessary for licensing, which usually include information about themselves as individuals and information about their family life-style. Other necessary information may include, family income, family activities, decision making processes. family needs and goals. This is extremely important to all foster care members because the agency needs to have an accurate understanding of the foster family in order to make a placement that will provide for the optimum growth and development of the child as well as the satisfaction of the foster family.

Health Records - The foster family will be responsible for keeping records about the foster child such as health and dental information. It is important that foster parents understand the legal aspects of medical care of the child. The state and/or natural parent often hold the legal authority for medical treatment of the foster child. Therefore, with the occurence of even minor medical problems of the child, the agency should be notified and accurate records should be kept. Further, foster parents must seek authorization from the proper state agency (usually the court) for major medical or surgical treatment of the foster child.

Finances - One of the paper work responsibilities that is at times frustrating to foster parents is dealing with finances. The foster parent needs to be able to keep records of money spent on clothing and special activities for the foster child in order to be reimbursed by the agency. Different agencies have their own policies, but often the foster parent must clearly document both the need for expenditures as well as providing actual proof of purchase.

Daily Records of the Child's Adjustment - Keeping daily records for the child is extremely important in providing the agency with information about the child's progress. It is also important in providing information that can be kept with the agency's file so that should the child be moved or returned home and need foster care at a later time, there will be some information about the history of the child. Notes about his progress in adjusting to the foster family, school, friends, and his relationship with his own family will be important to the case worker. It is especially important to the natural family to have up-to-date and accurate information about their child's progress on file with the agency. In the past, it has been too easy for the foster child to have his childhood "lost" to him and his family because inaccurate records have been kept.

Record keeping may include writing anecdotes about special events in the child's life such as birthday parties or school activities. It may involve keeping pictures or momentos in a scrapbook for the child. Often the foster parent can be responsible for putting together information about the child's history for him. The foster parents may collect pictures of his parents, brothers, sisters, and any information about special events in his life. There is a real need for foster children not to "lose" themselves and their childhood through the foster care placement. Having an accurate concept of their past can help the child adjust to foster care and have an understanding and acceptance of himself.

Agency Personnel

Although the linkage between the various personnel in the agency is probably different with each agency, there are some persons that foster parents almost always need to know about. The first person with whom potential foster parents may come in contact is often called the "homefinder". This person is responsible for recruiting foster parents. Most often this person doubles as the licensing worker or the foster care caseworker. The foster care caseworker is probably the one person who is most concerned with placing the child in the foster home, in maintaining contact with the foster parents and the foster child during placement, and with preparing the child to leave foster care. The caseworker usually has some responsibility for working with the natural family in changing their situation so the child can return to his natural home. The caseworker is also responsible for filing reports about the progress of the child in the foster family and reporting the progress toward change in the natural family environment. The caseworker works with other agency staff as well as other community agencies such as courts, police, and schools in keeping them informed about the foster child. The caseworker is the person who facilitates the communication between all parties in the foster care situation.

Usually the foster case worker has a supervisor with whom he consults about each case. The supervisor is responsible for helping the caseworker make decisions about the placement or return of the child to his home, or difficulties that arise in the placement with the foster parent, the foster child, or the natural parents. Supervisors advise and counsel the caseworker and are responsible to the other agency staff.

The finance worker is a person who is important for the maintenance of the child in foster care. The finance worker is one who helps foster parents complete forms for board payments, clothing allowances, and other needs of the foster child. The finance worker has to know the details of the placement to know what payments the agency can make for the various needs of the child. If there are questions about how to be reinbursed for payments for the care of the foster child, the finance worker will probably be the one to ask for assistance.

The protective caseworker is another person who is often involved in the foster care

situation. The protective caseworker is the person who is responsible for investigating the home environment when there is a possibility of child abuse or neglect. The protective caseworker helps the child's family receive the necessary services which would help them be able to care for their child again. The recommendations, reports, and evidence presented to the courts by the protective caseworker will highly influence the decision to return the child to his family.

The agency may have other personnel who are involved in producing services to children and families. Social workers may be involved in providing financial assistance to the family, counseling services, in day care or homemaker services, educational programs for staff, foster parents, and families. Although foster parents may or may not work closely with these workers in their foster care situtation, it is helpful for foster parents to be aware of their existence and recognize that there are often many other people involved in each case.

The agency usually has a licensing worker who has the responsibility of visiting the foster homes to make sure they meet the state regulations for health and safety. Often the licensing worker shares this responsibility with the personnel in the state public health agency. The licensing worker is also responsible for interviewing the foster family about their life-style and their patterns of family interaction in order to obtain an understanding of the family stability and of the kind of child that should be placed in that particular home.

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SUGGESTED ACTIVITIES AND DISCUSSION GUIDE

RELATIONSHIP WITH THE AGENCY

1. Have foster parents make a list of any of the agency personnel they have been in contact with and what kinds of things each person did form them and the foster child. Have foster parents describe the responsibilities and duties of the agency personnel with whom they have been dealing. The instructor might suggest that the foster parents compare notes and check with their agency for the accuracy of their perceptions.

2. Have personnel from the public health office or the licensing worker speak with the group about the specific regulations of their state or locality and the reasons for the regulations.

3. Ask foster parents to write a sketch of the roles and responsibilities of the husband, wife, and children in their family. Writing a sketch of all communicating patterns will help foster parents understand themselves and help the agency have a clear picture of the family interaction patterns.

4. Foster parents who have children in their home might share ideas about how they keep records of the child's progress and development. Foster parents might experiment with different forms of keeping notes and share them with the group.

5. Have foster parents share how they prepare for meetings with caseworkers and other officials. Do they review notes, write descriptions of progress, or bring school records or papers?

6. Have foster parents write a brief history of each foster child in their home - what they know about the parents and the home situation. Write what has happened to the child and his family since they have been in foster care.

7. Although some foster parents have had many children and would not be able to write a history for each child, it would be an exciting project to choose one child to write a history about and make a scrapbook to share with the class.

8. Foster parents might choose one child that they have in their home or an imaginary child and develop a budget of expenditures for just that child. Then the foster parents could balance expenditures with the amount of board payment of other reinbursements they might receive. Such expenditures might include food, clothing, activities, equipment and school needs.

9. Foster parents might plan tours of state agencies and other institutions with special facilities for the handicapped in order to gain an understanding of the broader scope of child welfare.

10. The instructor might construct a panel of representatives from other agencies in the community who are concerned with the welfare of children - in particular, those concerned with foster care - judges, lawyers, probation and juvenile lawyers, therapists, school counselors, teachers, professional family life educators, librarians, or volunteer groups working with children. These persons could be selected on the basis of their previous involvement with foster children so that they might acquaint the foster parents with what their roles and responsibilities might be in relation to the foster child. Panelists might be selected on the basis of their professional interest in working with persons in foster care.

11. Have foster parents write their menu plan and food preparation plan for one week. Although this is often the responsibility of the foster mother, it might be interesting for the foster father to share in the assignment so that they might have a clearer understanding of the processes of feeding a family. In working together the foster father and foster mother might gain some insight into providing better nutrition in meal planning and preparation.

12. Have a finance worker bring the application and financial forms necessary to qualify for foster parenting. Discuss or role play how the forms are processed and what workers are responsible for them; what happens if the check doesn't come; how foster parents are reimbursed for clothing and extra-activities; how questions about the forms can be answered; how the case worker can be contacted.

13. Role play the following situations in which the child:
    runs away from home;
    is skipping school or has gotten into trouble at school;
    is picked up by the police;
    is having difficulty adjusting to the foster family.

14. The instructor might plan to have a panel of agency workers talk with the foster parents about their role in the foster care placement. Plan a field trip to several social service agencies where foster parents could meet the various agency workers and see how the facilities operate.

Separation from the Natural Parent

Foster children come into placement for a variety of reasons. Their life experiences have been different, and they have needs that are unique to each of them. However, the trauma of separation from family is a common experience for children placed in foster care. No matter what the reasons for it are or what the children's life experiences have been, being placed in foster care means a change in their environment. When children are placed in foster care, they are separated from the persons they know and trust and on whom they have learned to depend. The environment in which they are placed is different and strange to them. It may be similar in some ways, but still is not the same as the environment to which they are accustomed.

Between the ages of six months to two years (usually at six to eight months), the child forms an "attachment" to his mother or to the person in his environment who is most stimulating to him and most responsive in meeting his needs. Usually this person is the mother because she is most often responsible for feeding, clothing, and caring for the child. However, the meeting of the child's physical needs does not seem to be the characteristic that will cause the child to form an attachment. Stimulating the child by looking at him, smiling at him, and talking to him seems to be the characteristic that is important. It also seems important that the mother be sensitive to the child's capacity for stimulation. The child who receives too much stimulation may develop methods for shutting out the environment, and the child who does not receive enough stimulation may withdraw and become listless.

In order to form an attachment, the child must have developed the ability to distinquish the mother from other persons in the environment. The child must be able to recognize when the mother is present and when she is not. The child must have the ability to follow the mother's movements at least visually, and often the child is able to follow the mother by crawling or walking about at the time the attachment is formed. Children have individual needs and ways of interacting with their environment. Because of the individual differences in children, it seems important that a mother be responsive to the individual needs of her child. The child may form attachments to other persons in the environment, but usually the attachment to the mother is the strongest.

The closer the child comes to being two years old without having formed an attachment, the less likely it becomes that he will ever form an attachment successfully. It is possible for a child to form an attachment after two years of age, but the prospect becomes very slim.

If the foster child has never formed an attachment, he may show little reaction to being separated from his parents. However,

FACTORS THAT INFLUENCE THE FOSTER CHILD'S REACTIONS TO PLACEMENT

1. Age at separation: six months to two years is a critical period.
2. The quality of relationship to the mother prior to separation.
   - -Children who have a high dependency on the mother often have a severe reaction.
   - -Older children who have had a close but less dependent relationship will be better able to tolerate separation and will form other relationships more easily.
   - -Children who have not formed successful attachments may show little separation trauma but they will have difficulty forming attachments in their new environment.
   - -Even though the natural parent may have been abusive, neglectful or unable to care for the child there may still be strong attachment bonds.
3. If the child can maintain contact with the natural parent, the child will likely suffer less anxiety.
4. Length of separation has an important effect on the child's reaction to separation.
5. Individual differences in children will account for each child's unique response.
6. Preparation for separation will influence the reaction of both child and parent.

the child who has formed normal attachments with members of his family is likely to display a variety of reactions to separation. The child may go through a period of mourning; this process will be unique to each child. It will be important for the foster parents to anticipate and be sensitive to the child's reactions to separation.

The foster parents can help the child with the feelings the child experiences by first displaying acceptance of him and then by being able to help him verbalize the feelings he is having. This means the foster parent must be able to pick up cues from the child. For example, when the child says "my old man is a drunken bum," he may be expressing more than a description of his parent. Under that description lies the feelings of affection for his father and the disappointment he feels because his father's drinking problem has caused him to live with another family instead of with the parents he loves.

He may also have the feelings that "my old man is a drunken bum so that's why I am no good". The foster parent could help the hidden feelings come out by saying "you're disappointed with your father", "you are feeling hurt because you have to live with us instead of with your parents", "you're angry when you see your father drinking and you feel the drinking has caused you to be to be separated".

A foster child may not know how to relate to the foster parent because of the poor relationship he has had with his own parents. He may expect to be punished severely for minor transgressions or he may expect that adults do not care what the child does as long as he doesn't get in the way. The child may feel hostile toward the foster parents because he feels they are in conspiracy to keep him from his family or because he cannot deal with the anger, fear, and hurt feelings he has towards his parents. The natural target for this hostility is the foster parent. Or, the child may turn feelings of hostility and frustration toward himself and do things that are self-defeating or self-destructive. He may try to hide or deny the feelings by becoming withdrawn from or over-placating toward the foster parents.

The foster child may feel guilty for the behavior of his parents especially if the parents have been involved in some kind of criminal behavior. He may feel unlovable because of what his parents have done. He may feel he needs to be punished over and over again. The confusion a child feels between loving and missing his family on one hand and hating them and himself for what he thinks or imagines he has done has to be

REACTIONS TO SEPARATION

-Sense of abandonment

-Sense of helplessness (no control over what happens to them)

-Worthlessness - unworthy of being with parents

-Self-blame, guilt

-Think of themselves as bad or evil

-View placement as a punishment

-Repress feelings of guilt and anger

-Displace emotions

-Project feelings about parents onto the foster parents

-May strike out at foster parents and break rules

-May expect punishment from foster parents

-Withdrawal - shutting out new environment

-Fear of another separation

-Rejection, or fear of another rejection

-Feel competition with foster family children

-Feel foster parents' children are favored

-Soiling clothes - children recently potty-trained may become untrained

-Loss of speech, especially young children

-Becomes clumsy and accident prone

-Feels self-conscious

-Fears trusting and loving

-Feelings of disloyalty

-Over-dependency and clinging

-Shame and humiliation

-Hyperactivity

-Tenseness as expressed in vomiting, thumbsucking, bed rocking, head banging, masturbation, and bed wetting

terrible painful for him. In this pain, he often chooses to strike out at those nearest him. He may need to pick on other children in the family or argue with foster parents to hide the pain or to attempt to relieve the pain. The child may withdraw from all interaction with members of the family in order to protect himself from feeling the pain of what has happened or to prevent being hurt again.

The child sense of trust in relationships especially with adults may be broken. The child may fear forming a close relationship with another person because he anticipates the pain of losing that person. To protect himself he may be withdrawn or aloof or may strike out in anger. The child may break rules, argue, or be insolent without really knowing why he does such things.

The foster parent has three major tasks in helping the foster child deal with separation from his family: 1) to anticipate various reactions that he might have; 2) to help him become aware of and accepting of his feelings; 3) to be sensitive, understanding and accepting of him as a person.

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SUGGESTED ACTIVITIES AND DISCUSSION GUIDE

Separation from the Natural Parent

1. Ask foster parents to share examples of attachments they have seen formed in their own children or the children of a relative or friend. Ask them to remember the approximate age they began to notice the attachments and to whom the child seemed most attached. Have them share the child's reactions, such as clinging or crying at separation.

2. Ask foster parents to share examples of separation from their own lives, such as the death of a relative ro friend, or an experience of being separated from family or friends for several days. What were the feelings and thoughts they experienced? Have them cite examples where they learned to deal constructively with their feelings in the separation process.

3. Ask foster parents to make a list of the varied reactions or behaviors individual foster children have had in adjusting to foster care. Have them share their list with other foster parents, and discuss how these behaviors might have been the result of the separation experience.

4. Have foster parents discuss ways for helping the child develop greater awareness and acceptance of his feelings due to separation from his family. Then have them discuss ways that they can be accepting of these feelings.

RELATIONSHIP WITH THE NATURAL PARENT

Often natural parents have unresolved conflicts and needs that were a part of the reason for placement, and may need "parenting" as much as the child. For this reason the foster parent needs to be the patient teacher of the natural parent as well as of the child.

Parenting is a skill that needs to be learned, and it is possible that circumstances in the life of the natural parents have interfered with learning these skills. They may be factors of health or other matters that have made it impossible for them to perform the parenting responsibilities in the way they would have liked to. Thus, one of the foster parent's task is to patiently help the natural parents resolve these conflicts and learn constructive parenting skills.

Sometimes the natural parent sees the child as the cause or as a threat to unresolved feelings he, the parent, has. He may cast the child into the role of perpertrator of evil or evil in itself. He may identify the child with the spouse or other person who has caused him pain and may feel as need to punish the child based on feelings about the other person.

In contrast, a natural parent may overindulge his child on a visitation because he is feeling guilty. Can you imagine what it would feel like to have someone else taking care of your child? Remember the first time you left your child with the babysitter, especially the first time you left your child for an extended trip out-of-town. Magnify those feelings of anxiousness with the guilt feelings of knowing that you are unable to care for your child. Such recollection will help you as a foster parent be understanding, empathetic, and patient when faced with a hostile parent who scrutinizes your care of his child.

Foster-Natural Parent Communication

A good way to help a natural parent be aware and honest about placement and need for improvement in the home situation is to be understanding, sympathetic, and empathetic to those circumstances. To be understanding and accepting means allowing the person opportunities for growth.

Meetings with the natural parent are an important part of foster care for two reasons: 1) The child needs to have clarity about his relationship with both sets of parents; 2) The foster parent and the agency personnel need to help the natural home be able to once again care for the foster child.

Foster parents need to talk with the case worker about procedures for meeting with natural parents. For example, decisions will need to be made about where the meetings should be held. Initially, they may need to be in the case worker's office. Foster parents should also anticipate the feelings the foster child may experience during such meetings and the behaviors the child may display in his attempts to deal with those feelings.

Although regular meetings with the natural parents is the ideal, in some instances this may not be possible. Contact between the foster child and his natural parents may cause the child to be confused and upset and may be an obstacle to the foster parents' tasks. The natural parent, too, may find such meetings cause him confusion and thus interfere in his process of changing the problems in the home environment. It is important, however that regular meetings be a goal towards which all are working.

Honestly Examining your Feelings

Foster parents need to be aware of their own feelings about the natural parents and the child. It is easy to fall into the trap of saying "I could understand this or I could understand that, but I just can't understand why Jimmy's father is this way." Foster parents have to be constantly forgiving not only to keep their sanity, but also to model for the child as he works out his feelings about his parents. Perfection is not the answer, but honest awareness of your feelings may be; willingness to communicate your awareness and acceptance is what is important for the child.

Children can sense a "put on" when the foster parent's attitude toward the natural parents is artificial. Praise and appreciate the natural parent for the things that you honestly feel good about. Then express your attempts to understand and appreciate those things about the natural parent of which you disapprove. All people have worth and value look for it. It may mean starting with very small things, but it is amazing what praise and appreciation can accomplish.

Children often have not had an opportunity to learn how to adapt to stress. They may experience a feeling of lack of control over their circumstances. They may feel victimized

and in feeling so, may have a need to strike out against the environment.

They need guidance, acceptance, and a good model. They need to experience an open atmosphere in which they can discover for themselves both their good and bad feelings. It is helpful if foster parents can create an atmosphere in which the child feels no need to defend his parents or himself, and can explore feelings openly. The foster parents need to help the foster child develop the feeling that he can participate in the control of his situation. He needs to experience that what he does, who he is, how he feels, what he thinks, and what he likes makes a difference and can have an impact on his environment.

Helping the Child Deal with Emotions

The foster parents' relationship with the child's natural parents involves helping the child deal with his feelings about his natural parents. The child will often have considerable mixed feelings toward both his natural parents and his foster parents. He may be confused about whom to identify with.

Often children come into foster care without knowing or understanding how or why they are in placement. Even if they know some of the outward manifestations of circumstances they may not understand or be aware of the undercurrents of what has happened. The child may then fantasize or invent reasons for placement that are destructive to himself. Foster children almost always feel that they are in some way to blame for the events that lead to placement. They often feel that if they had done something differently they might not be in placement. The child may understand that mother got sick and went to the hospital; he may not understand that the sickness was brought on by an overdose of pills, which the mother took in depression because her husband deserted her and there was no money for milk. The child may understand his mother was angry or sad about no money and no milk, and may blame himself, believing that in drinking milk, he has made his mother sick. Children's opportunity to clarify outcomes of different behaviors and ways of handling feelings about those outcomes can be helpful.

In the confusion about their home situation and their feelings concerning their parents, children may express many contradictory attitudes. They may:

- deny that they can't go home;
- deny that they want to go home;
- deny the reality of the home situation;
- resent parents to make up for the pain;
- become exploitive and demanding.

Accepting Feelings

The child's uncertainty about his future and the security of his present situation causes him to have conflicting feelings about all those who attempt to help him - especially his parents and foster parents.

The child's conflict of identity between the foster parents and the natural parents may be so great that the child may not be able to commit himself to either. This may inhibit him from being able to commit himself to other persons in his environment also. Helping the foster child explore the feelings of conflict may be helpful to the child. Being able to verbalize what some of his conflicts are could help the child understand himself and decide how to handle those feelings. The foster parent might say, "You love your parents but you enjoy our family too?", "You miss your family but you will miss us when you go back home?", "You are feeling anxious about going home because you want to go home but you want to stay? That makes you feel split in two?" Just being able to express those feelings and believing that someone hears or feels his conflict may allow him to work through those feelings.

It is not necessary for the foster parents to "whitewash" the situation with "It'll be all right", "Don't worry about it", or by ignoring the child's feelings. It is not necessary for the foster parent to invent solutions or give advice like "When you get home you'll be so busy you won't worry about us". It is far better to allow the child to arrive at his own solutions by becoming aware of his feelings and the possibilities that might occur.

It might be helpful for the foster parent to suggest some of the ramifications of placement for the child and help him discover his feelings. The foster parent might say "you're worried that if you go home your mother will get angry again", "you're anxious about your stepfather might get drunk again", or "you're sad about leaving your school friends here." All statements or questions about the child's feelings need to be open-ended, so that they allow the child to easily accept or reject the feelings reflected and leave communication open between the foster parent and child. Open-ended reflections of the child's feelings will allow him to explore his feelings without feeling threatened. The foster parent *must be accepting* of whatever the child says he is feeling in order to facilitate the child in his exploration and keep communication open.

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SUGGESTED ACTIVITIES AND DISCUSSION GUIDE

RELATIONSHIP WITH THE NATURAL PARENT

1. Have foster parents recall an incident with a natural parent that caused them to have mixed feelings of some sort. Have them make a list of the feelings they experienced during the incident. Have the foster parents try to state their feelings to another person in the group as though he were the natural parent. Try to have the foster parent empathize with the feelings of the natural parent.

2. Have two people role play the above situations trying to use positive, constructive ways of interacting with the persons. Have both parties state how they are feeling. Have the foster parent suggest alternatives for reducing the difficulties in the situation.

3. Johnny came into foster care at age 11 years. His mother and father had been divorced for two years and Johnny lived with his mother. Johnny's mother worked as a waitress and was frequently away from home. Johnny's older sister ran away. Johnny's younger sister was five-years-old and had been removed from the home on suspicion of child abuse. Johnny began running the streets and was picked up several times for being out past curfew and for being truant. Finally, the courts removed Johnny from the home and placed him in a foster home. The courst ordered, however, that the mother meet with Johnny at least once a month. The foster parents felt that Johnny had made a wonderful adjustment to their family. However when it came time for the first meeting with his parents, he became unbearable. He picked fights with the other children and refused to do his chores--he would do nothing but talk about how wonderful his mother was.

   The meeting was held at the agency with the caseworker present. The foster mother said that Johnny had become extremely withdrawn and quiet on the way there. The natural mother came in with her working uniform on, and seemed visibly tired and seemed angry with everyone. She remarked to the caseworker that she felt the time and place of the meeting were terribly inconvenient for her. She entirely ignored the foster mother except for an occasionally hateful glance. She began questioning Johnny, hardly allowing time for a nod between questions. Johnny seemed to become resistive and even hostile towards the questioning and would barely answer "yes" and "no".

   Can you identify the feelings of the persons in the episode - caseworker? foster parent? foster child? natural mother?
   What responses to the foster child might make the situations easier?
   What responses to the natural mother might reduce the tension?
   How could the meeting have been planned or organized to eliviate difficult feelings?
   Can you sight examples of similar situations you have experienced in which you can identify with the feelings experienced in the above situation?

4. You can show acceptance for a child by showing acceptance for his parents. For example:

   1. Invite the parent for a meal, luncheon or coffee.
   2. Go to visit the parent wherever he is.
   3. Remember the parent on special days with a card or letter. (By writing, you set an example for the child.)
   4. Let the parent know how the child is doing and consult with the parent. That is, be reassuring but not condescending. Ask the parent for advice because he does have some knowledge and understanding of the child. Be accepting and appreciative of the parents attempts for contact with his child as well as advice they give.
   5. Invite parents to be involved with the child's activities. Take them to the basketball game or the concert so that they can enjoy their child's successes.

   Think of other examples in which a foster parent may show acceptence for the natural parents.

Foster Family Relationships

Like a person in a country foreign to him, it may take the foster child time to learn the routines, activities, values, goals, and systems of communication within the foster family. Foster children need some clear guidelines about what happens in the family without becoming overwhelmed with rules and regulations. The foster parents and their children also need to adapt to the customs. habits, and routines of the foster child. Neither the foster family nor the foster child should be required to make all the adjustments. Accomodations need to be made by both parties.

Foster parents can help in making these accomodations by inquiring about the likes and dislikes of the foster child. In some cases the child may not be able to verbalize his likes and dislikes and the foster parents may have to observe and make careful note of the child's habits, concerns, and routines. These observations would not only help the foster parents understand the child, but would also help them help the child in understanding himself. At the same time, the foster child needs careful guidance in learning to consider the routines and concerns of other members of the family.

Helping the Child Adjust

Foster parents can do small things to make the foster child feel at home, such as fixing a favorite food or food that he is accustomed to, taking his suggestions about family matters seriously, and considering his insights into family matters. Making sure that the child has an active role in household functions can provide the child with a sense of belonging, especially if the child is made to understand the importance of that role and if appreciation for his participation is expressed.

A family council or group time everyday or at least once a week could provide a time for resolving conflicts that inevitably arise. Some families use a group time for sharing a TV program, the activities of the day, or prayer and religious experiences. Setting a time aside in which all members of the foster family can rely on for resolving conflicts and sharing experiences as a family can be a way of creating family cohesion and unity and promoting cooperation and good will among family members.

A time could be planned for the child to talk individually and privately with his foster parents. A conference time in which he had the full attention and interest of the foster parents might make the foster child feel as an accepted and special part of the family. It might also provide an opportunity for the child to express his needs and concerns. The foster parents would then be able to have a clear understanding of what the child is experiencing and gain insights into improving the quality of the relationship.

This would also be an opportunity for the foster parents to express their concerns about the child--his routines, behavior, feelings, or school activities. A time set aside for talk, structured with openness and respect for the individuality of each person, could be a great help to the adjustment of the foster child in his relationship to the foster parents.

Setting aside one night a month for each child to choose a family activity or for each child to be alone with one or both foster parents is an excellent way to make the child feel he is an important part of the family. Making sure that all members of the family have the same opportunity provides for better communication and respect for the indivduality of each person.

Foster parents need to be aware of the feelings of competition and rivalry that foster children may feel with natural children. It is easy for foster children to feel that they are outsiders and that the natural children are favored. It is also dangerous to play favorites and to make too many allowances for the foster child's behavior.

Discipline as Guidance

Discipline is a topic that is often a top concern for foster parents. The word discipline is often confused to mean punishment or "how I make the child do what I want him to do". Discipline should mean teaching and guiding the child to control his behavior in consideration of the needs of others and his own needs. Guiding the child then, requires that the foster parents have a clear concept of their own values and be able to live with self-control within those values. Foster parents must show respect for the needs and concerns of the foster child and be able to openly express their own values without forcing them on the child. Foster parents need to be able to clearly express the consequences of the child's behavior when it is in conflict with the routines, values, concerns, and needs of other members of the family.

It is important that punishment - especially physical punishment - be avoided whenever

possible. It is far better to help the child learn acceptable, positive ways to interact with the family than to live with the threats of punishment. It is against agency regulations in most states to use physical punishment; doing so could provide the foster parent with legal problems if the agency or natural parent choose to object. The child may have come from an environment where he suffered physical abuse. Physical punishment in this case, would be extremely detrimental to the child's adjustment to the foster family and might further damage his emotional and mental health.

Role of Natural Children

Natural children need to be protected from having their needs and rights abused. The relationship between a foster child and other foster family children works best when they have a voice in the decision to bring a foster child into the home. The foster family children can be a tremendous asset in ministering the needs of the foster child when they understand the importance of their role and they know that their place in the structure of the family is secure. Often the foster family children can help the foster child learn the family routines, express his feelings, and introduce him to the community better than the foster parents can. Foster family children can also set an example of how to relate to the foster parents, particularly if the foster child has had a poor relationship with adults in his home environment.

Preparing for Separation

Knowing that the child will be in foster care temporarily, foster parents need to have some skill in preparing themselves, their children, and the foster child for the separation that comes when placement ends. Foster parents need to be persons who are emotionally mature enough to give arrection and emotional support to the child during his time of placement and yet not become so attached and dependent on him as to hamper his readjustment to his own family, to an adoptive family, or permanent foster home or institutuion. There are difficult balances to create among the feelings of affection for the foster child; balances among the realistic needs of the foster child to grow in independence, the maintenance of contact with his family, and the child's preparation for living with his own family again, living with an adoptive family, or living by himself as an adult.

The foster parent may have feelings that all the progress toward improving the child's emotional, physical, and mental health will be lost as a wasted effort when the child returns to his natural family. The foster parent must recognize these feelings in order to deal with them. This may be difficult, but he must realize these possible feelings before accepting the role as a foster parent.

Intrinsic Rewards

In foster care there is rarely immediate evidence - and sometimes no evidence at all - that the effort foster parents have put forth in working with the child and his family have been of any value. There are some cases, however, where many years after they have left foster care, foster children have returned to express gratitude or share their experiences since foster care. Some foster parents may see immediate results from their efforts with the foster child and the family and may establish lasting friendships with them. In most cases though, foster parents must be able to put a great deal of time and effort into working with the foster child without expecting much change or gratitude.

It is ideal for persons who become foster parents to believe they will be able to see the good they are doing for the foster child and his family. But to expect displays of recognition or gratitude may lead foster parents to feel disappointed or discouraged too quickly. Their job is an invaluable service to the community, but it is likely they will receive no immediate community recognition either. It is much more advisable then, that foster parents choose their role because they can intrinsically gain satisfaction from having the child in their home and not because they need gratification from recognition from the child, his family, or the community.

Learn to Express Feelings

The foster child who has suffered the separation from his family must now separate again from a family with whom he has become accustomed and perhaps has become emotionally attached. Once again he must go through the trauma of separation and the accompanying fears, anxieties, and uncertainties. He has learned new patterns of family relationships and must now learn to adjust those to his own family's patterns. What tremendous pressure and responsibility children impose on themselves when they are moving from one family situation to another! They care about and learn to accept more than one life-style, more than one pattern of family interaction. They often feel a need to reconcile or create congruence between the different families they have experienced. They may experience a

sense of responsibility for creating a haromony between the people they care about.

Foster parents can be helpful to the foster child by helping him express the conflicting feelings that he will inevitably have as he moves from one environment to the next. The foster parent might empathetically say "you miss your parents and are anxious to live with them again but you will miss us too" or "you feel you want to live with your parents again but you are still hurt because you had to leave them...it is hard to forgive them or be sure you still love them."

The foster parents can set the example for dealing with conflicting feeling by being aware of an expressing their own feelings of conflict. They may say, "We know that it is best for you to go back to your own family and we are glad for you, but we will be sad because we'll miss you. We'll be sad and glad".

Fear, Hesitation in Returning Home

The child may have realistic fears about returning to his own family. A child who has experienced abuse, neglect, or a great deal of family conflict may anticipate that he is returning to the same situation. The foster parent can best help by providing continued contact with or information about the foster child's family during placement and explain how their lives are changing too because of their experiences. The foster parents can be helpful in easing the child's fears by setting an example of how to interact with his natural family if the child is having difficulty establishing communication. The foster parents may be helpful by providing the natural parent with information about the foster family's routines and especially about what has been happening to the child while in the foster home.

The ideal separation from foster care might include visits to the natural family by both the child and foster parents. By accompanying the foster child to his home foster parents may help the child feel a unity between his two families and may help him accept the feelings of sadness in leaving the foster family. If the foster family has not established a continued growing relationship with the natural family, then this visitation processes might be more cumbersome than helpful. In any case, it is helpful for the child to spend time with his family - overnight visits for several consecutive days over a month or so - until he feels comfortable about returning and the family seems stable.

There are times when the foster parents may justly feel that the child is returning to a home that is not safe or healthy. Sometimes the foster parents may choose to take legal action to stop the removal of a child from their home or the return of the child to a difficult family situation. However, the foster parents must carefully and seriously consider any protestation, either informally or legally, and its effects on the foster child. Protesting can cause the conflict and disharmony within the child to become so great that he may not be able to make adjustments to either family. The foster parents must understand that they have to draw a line between the feelings of affection and protectiveness that they have for the child and the rights and responsibilities of the natural parents and society.

The child may experience many feelings of ambivalence in returning home after he has been in placement over a period of time. He may experience the same insecurity and uncertainty that he felt coming into placement; he may perceive his return home as a risk he doesn't want to take; he may feel some sense of security where is is, but in returning home he risks being separated or deserted again. There is risk in trying to work out a relationship with parents after having just worked out a relationship with foster parents. "What if it doesn't work out at home? What happens then?", is ever present in his mind.

Helping the child work through the "what ifs" about returning home is very important. The foster parent cannot predict any better than anyone else what will happen, but sometimes voicing hidden fears and working through various alternatives can be most helpful.

Termination of placement may involve one of several alternatives. The foster child may return to his natural home. He may be moved into a child care institution. He may be placed in adoption. He may have reached age 18 and elect to live as an independent adult. Each of these alternatives will have different levels of attractiveness, varying with the specific situation. Foster parents have an important task of guidance in helping the foster child prepare for this next step in his life.

The Foster Parent's Role

Part of the work of being a foster parent is preparing the child to leave foster care. It is imperative that foster parents understand that they must follow through with the plans of the agency and help the child in the adjustment process even when they disagree with the agency. The child will probably suffer feelings of resistance and hostility in having to leave the foster parents and return to a difficult family situation. Children learn to accept and understand ambiguous feelings and situations by modeling after adults who maturely handle their feelings in difficult situations. In the ideal situation, the agency takes careful consideration of the foster parent's, natural parent's, and foster child's feelings and thoughts in making the placement decision or return decision. It is important that all persons involved feel that they have had an imput in determining the decision and that their thoughts are important. Once the decision is made, the foster parents need to be willing to carry out the decision and help the child make the adjustment.

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SUGGESTED ACTIVITIES AND DISCUSSION GUIDE

FOSTER FAMILY RELATIONSHIPS

1. Have foster parents plan a week with their family in order to implement a daily group time and individual conferences for children.

   a. Have them plan what new activities they would like to try as a family and list why.
   b. Have foster parents plan one night a month for each child to be alone with one or both foster parents. This may be a night in which the child choses a special activity he would like to share with the family or the foster parents.

2. Have foster parents list as many rules, values, and attitudes they have as an individual or as a family. They could create a "story book" possibly with pictures about their family and family activities that would help the foster child know what he can expect from the family.

3. Have foster parents role play the first visit with the foster family. Have them share examples of the foster child's first visit or stay with the family. What they did do that was most helpful in making the child feel at ease.

4. Have foster parents list each child (foster or natural) presently in their home. (If no children are in the home have them use children of a relative or friend.) Then, have them divide a paper into four columns. In one column list the children. In the next column make a list of the child's likes and dislikes--anything about which the child has strong feelings. In the third column have the foster parents list family activities which would make the child feel that his feelings are important and would make him feel as an individual. (Be sure that the feelings and activities you encourage are compatible with the rules and values of the family.) In the fourth column list those likes and dislikes that are incompatible with the rules and values of the foster family. Discuss ways that the foster parents can show acceptance for the child and his feelings while making clear what behaviors do not fit into the family.

5. Have the foster parents share a list of ways their own children have helped facilitate the adjustment of the foster child to their home. Have them explore ways of encouraging their children to act as helpers to the foster children.

6. Have foster parents role play the separation of the child from the foster home.

   a. Role play their part in explaining to the foster child and natural children the procedures for the foster child's departure from the home. (Use examples of the child returning home, going to an adoptive home, going to an institution.) The foster parents might explain the caseworker's role of visitations or overnight visits with his family.
   b. Have foster parents role play or discuss ways they might handle their feelings after the child is gone.
   c. Have the foster parents express, as they might to the children, the mixed feelings of loss they will feel as well as the feelings that the child's returning home or to an adoptive home is important and will be good for the child.
   d. Have the foster parents role play helping the child express his own fixed feelings of loss and anticipation.

Section III

RESOURCES

A. Where to Locate Resources

The following list of resources includes books, pamphlets, articles, films, and filmstrips which contain information about foster family care and family relationships. The instructors will need to select those resources which are most appropriate for the foster parents participating in the class and to the structure of the class meeting.

There are several alternatives the instructor may take in obtaining resource materials. Many public libraries have a free film service; ask your librarian. In addition, many state public health departments have a free film service. Write for their catalogue. (In Kansas, films are available free from the Kansas Department of Health and Environment.)

The public library is the best source of books. Most books and some journal articles may be obtained from the library through interlibrary loan services. If you cannot obtain a specific book from the library, you can check your local bookstore. If the book is not in stock, you may order it directly from the publisher or through the bookstore.

The following list of addresses of publishers, film producers, and organizations may be helpful in obtaining resources directly:

American Educational Films. 331 North Maple, Beverly Hills, CA. 90210.

Child Welfare League of America, Inc. 67 Irving, New York, N.Y. 10003.

Department of Health, Education and Welfare. Foster Family Services, Office of Child Development, Washington, D.C. 20201.

Health Education Services. Kansas Department of Health and Environment, Forbes Air Force Base, Building No. 740, Topeka, KS 66620.

Indiana University Audio-Visual Center 10th and Morton Street, Bloomington, IN. 47401.

International Film Bureau, Inc. 332 South Michigan Avenue, Chicago, IL. 60604

Jewish Child Care Association of New York. Public Relations Department, 345 Madison Avenue, New York, N.Y. 10017.

National Foster Parent Association, Inc. 20 South Central, Suite 114, St. Louis, MO. 63105.

Parents Magazine Enterprises, Inc. 52 Vanderbilt Avenue, New York, N.Y. 10017.

Paulist Productions P.O. Box 1057, Pacific Palisades, CA. 90272.

Time-Life Films 1271 Avenue of Americas, New York, N.Y. 10020.

University of Wisconsin - Extension Bookstore. 432 North Lake Street, Madison, WI. 53706.

Westminister Films. 925 Witherspoon Building, Philadelphia, PA. 19130.

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MacCracken, M. *A Circle of Children.* New York: J.B. Lippincott Company, 1973.

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Strauss, S. *Is It Well With the Child?* Garden City, New York: Doubleday and Company, Inc. 1975.

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Weiner, D.N. and E.L. Phillips. *Training Children in Self-Discipline and Self-Control.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Wolf, A.W. *Helping Your Child Understand Death.* New York: The Child Study Association, 1961.

Young, L. *The Fractured Family.* New York: McGraw-Hill, 1973.

Viscardi, H. *The Phoenix Child: A Story of Love.* New York: Paul S. Eriksson, Inc., 1975.

C. Films

Those labeled K.D.H.E. are available in Kansas free from Kansas Department of Health and Environment.

The Frightened Child. 19 minutes. Child Welfare. 1957. (K.D.H.E.)

Janie Kirk, age 11, is troubled, confused, and frightened. Relatives have made her feel responsible for her mother's death and turned her against her father. As a result, Janie cares for no one and has no interest in life. She is placed in a carefully selected foster home. With the help of a social worker, she gradually responds to the kindness and understanding of her foster family. A near tragedy finally convinces Janie that people really do care about her.

Homeless Child. 28 minutes. color. 1965. (K.D.H.E.) (N.E.P.A.)

This film tells the touching story of children who have been deprived of parental love. It shows case histories of homeless children and the community's efforts to find homes and affection for them through the foster parents' program. The Los Angeles County Division of Child Welfare Services in the agency.

The Neglected. 30 minutes. International Film Bureau, Inc. 1964. (K.D.H.E.)

Present families whose children have come under the protection of community authorities as a result of abuse or neglect. The film demonstrates skilled techniques by the professional staff of the Child Protective Services in changing family relationships threatening the health and emotional well-being of the children.

Children in the Hospital. 21 minutes. color. Child Care and Development. 1963. (K.D.H.E.)

Every child deals with the strain of adjustment to the hospitalization in his own way. The film was made in the pediatric section of the Boston City Hosptial. The children's adjustments can be improved by helping them understand the situation.

Fears of Children. 30 minutes. Child Care and Development. 1957. (K.D.H.E.)

Some of the emotions that shape the character of a five year old boy are dramatized in the film. Fears of the dark, new situations, and of failure - emotions common to children - are accentuated when parents become over solicitions or stern. Effects of these fears on both the parent are shown in this film. It should help parents understand and cope with their children's emotions.

Robin, Peter and Darryl: Three to the Hospital. 53 minutes. 2 parts. 1969. (K.D.H.E.)

Most viewers will become emotionally involved with three children in this film. Each child is acutally hospitalized for minor surgery. The film shows how differently children react to hospitalization, stress, and separation from parents.

Who Cares About Jamie? 16 minutes. color. 1963. (K.D.H.E.)

This is the story of a few hours in the life of Jamie, a first grader. It is concerned with the parts adults play in helping him overcome the inevitable setbacks which accompany growth to maturity.

Bridging the Gap. 30 minutes. color. 1973. (K.D.H.E.)

An excellent film for parents to teach them how to acquire and realize the vital skills in communication with their children. Dr. Thomas Gordon is the lecturer and he is down-to-earth, believable, and sometimes funny as he explains ways of resolving conflicts between parent and child so that neither resents the other.

Guidance for the 70's: Who's Responsible? 19 minutes. color. 1972. (K.D.H.E.)

An excellent "thinking" film, which revolves around a group of teenagers and a good discussion leader, prods them to think about why they blame their parents and other people for their failures. Clearly, we are accountable for our actions and we make our own world. This is a positive film and makes many good points.

I Just Don't Dig Him. 11 minutes. color. 1970. (K.D.H.E.)

It isn't as much the communication gap between generations as it is between parents and their own children, in this film. When 14 year old Ken comes home late at night, he and his worried father have an argument. Later events subtly suggest how each should accept the other as an individual with strengths and weaknesses; they do when it is someone else's father or son.

The film portrays the resentment, fear, anger, and emotional needs of both generations. Without drawing conclusions, this film is useful for stimulating thought and discussion.

I'm 17, I'm Pregnant and I Don't Know What to Do. 28 minutes. color. 1970. (K.D.H.E.)

This TV documentary is the story of a pregnant girl named Pam. She struggles with the alternative of a forced marriage, abortion, keeping her baby, or adoption. Her parents, friends, and boyfriend giver her conflicting advice.

Pam finally receives counseling at an agency. The provocative group encounters, with Pam and four other pregnant girls at the agency, come to grips with reality. The viewer learns the decision of each girl and the problems involved.

Low View From a Dark Shadow. 30 minutes. b&w. 16mm. Indiana University Audio Visual Center. 1968. (N.F.P.A.)

A case study featuring one foster child following the breakup of his home due to family strife, physical violence, and lack of money. The boy is shown reacting in a child's terms to his temporary placement in a home with other foster children, then into an approved foster home for an indefinite time with an existing family, revealing perceptions familiar to most foster children. The adjustments to the real parents that takes place while with the foster parents is the focus of the boy's "low view", as he finds his problems are not insurmountable.

The Battered Child. 58 minutes. b&w. 16mm. Indiana University. (K.D.H.E.) (N.F.P.A.)

A documentary study of child abuse based on the book The Battered Child by Drs. C. Henry Kempe and Roy E. Helfer. These doctors have created a team consisting of psychiatrists, pediatricians, and social workers to study the causes of physical child abuse and to treat children affected mentally. The team is shown at the University of Colorado Medical Center working with actual cases. It is argued that the mental illness evidenced by parents who abuse children is as real as the consequent suffering of the children and, therefore, these parents may need psychiatric therapy rather than penal action.

Homeless Child. 28 minutes. color. 16mm. (K.D.H.E.) (N.F.P.A.)

This award-winning film was produced for the Los Angeles County Child Welfare Services. It is an excellent film depicting the care of foster children documenting case histories of homeless children and the community's efforts to find homes and parental love for them through the foster parents program.

A Way Out. 22 minutes. color. 16mm. Westminister Films. 1971. (N.F.P.A.)

This film is designed to be shown to staff, prospective parents and foster parents to help them understand the effects of uprooting a child. Through the eyes of a child the film gives insight into their feelings when they come the victims of the emotions and actions of adults. The film illustrates that without individual and community understanding of these feelings, the potential of many children will be lost.